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ABSTRACT

This book documents six exemplary teacher preparation programs participating in school-university partnerships, examining issues of standards in teacher education. It describes how attention to standards has played out in contrasting demographic, political, and intellectual contexts. Ten chapters are: (1) "Teacher Education on the Leading Edge: Learning With and From One Another" (Gary A. Griffin and Patrice R. Litman); (2) "Standardization or Standards for Professional Practice? Public and Private Theories of Teaching in Professional Development Schools" (Steve Ryan, Phyllis Metcalf-Turner, and Ann Larson); (3) "Assessment and Standards for Professional Improvement" (Walter H. Kimball, Nancy Harriman, and Susie Hanley); (4) "Getting Beyond the Talking and Into the Doing" (Ann Larson, Steve Ryan, Phyllis Metcalf-Turner, Walter H. Kimball, Nancy Harriman, and Susie Hanley); (5) "A Professional Development School Partnership for Preparing Teachers for Urban Schools" (A. Lin Goodwin and Alexandria T. Lawrence); (6) "Elementary Teacher Education Program at University of California, Santa Barbara" (Jon Snyder); (7) "What We Learned from Site Visits" (Jon Snyder, A. Lin Goodwin, Sarah Jacobs, Ann Lippincott, Tanya Sheetz, Anne Sabatini, Alexandria T. Lawrence, and Karen Siegel-Smith); (8) "Beyond Standards: Creating Depth in Teacher Education Reform" (Amy Otis-Wilborn and Marleen C. Pugach); (9) "Visions and Outcomes: Developing Standards and Assessments in Wheelock College Teacher Preparation Programs" (Mieko Kamii and Susan Redditt); and (10) "Equity in Teacher Education Standards and in Our Practice" (Mieko Kamii, Amy Otis-Wilborn, Marleen C. Pugach, and Susan Redditt). (Papers contain references.) (SM)

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